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ABSTRACT

The Leadership Training Institute (LTI) at the College without Walls, in Houston, Texas, was created to provide information and training for individuals interested in growing professionally and to establish a structured program for preparing college employees to assume leadership roles in the Houston Community College System. Participants in the program attend monthly workshop sessions from 4 to 8 hours in length; are required to attend a leadership-related conference, seminar, or workshop that matches their interests; and complete an individual or team project. In the pilot class, 11 participants learned about budgeting, purchasing, facility management, hiring employees, conducting performance appraisals, policies and procedures, conflict management, and managing change. Workshop sessions were held off-campus at a local professional society office building and the total budget for the session was $3,491. A survey of the pilot class found that participants were very positive about the program, and felt that it had achieved its goals. A second session has been planned to include broad-based topics in higher education, such as demographics of a college population, serving the community, and partnerships with business, as well as a mentoring component. (Appendixes include a calendar of LTI session topics, sample projects and workshops for future sessions, the LTI budget, a developmental model for planning LTI sessions, a participant application form, and a program survey instrument.) (KP)

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ED 385 317

"Grow your own Community College Leaders"

How one college did it

HCCS LEADERSHIP TRAINING INSTITUTE

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HCCS Leadership Training Institute

"Grow your own Community College Leaders"

Contents of Presentation

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HCCS Leadership Training Institute

Purpose and Scope

Goal:

The purpose of the Leadership Training Institute is twofold: 1) to provide information and training for those individuals who want to grow professionally, and 2) to provide a structured program to help prepare college employees to assume leadership roles in the organization.

Background:

Ali too often in community colleges, new administrators or department heads are simply handed their new jobs and left to figure out their own roles and responsibilities. They are asked to perform new duties which require unfamiliar skills, often without any formal transition period or structured learning plan. Trial and error is not the best way to learn in these situations! A excellent technical instructor, for example, will not automatically become an excellent department chair; the skills and knowledge required are very different. The new chair must be able to function in an entirely new realm--that of budgets, managing other people, enforcing college policies, and other administrative responsibilities.

This Leadership Training Institute at the College Without Walls of the Houston Community College System was created to provide the necessary transition to help "grow" individuals who either already have leadership responsibilities, or who aspire to leadership positions. Through a planned, structured and organized learning experience, these individuals will explore the many facets of leadership in the community college, will be prepared to assume their new roles, will have the advantage of a "jump-start" into their new duties, and, hopefully, will better serve the institution by being able to skip the "trial and error" phase of learning. By having sense of the "big picture" of the entire organization, individuals will be able to see how their efforts and actions effect the entire system, and fit into the overall organizational mission.

Components of the LTI Program

- Monthly workshop sessions, from 4 to 8 hours in length, on various issues
- Required attendance at a conference, seminar, or workshop chosen by the individual participant to fit his/her interests, related to leadership or supervisory skills.
- An individual or team project .

Number of Participants

Eleven individuals completed the first class of the Leadership Training Institute.

Sponsored By:

The program was initiated by the Dean of Instruction of the College Without Walls, HCCS, with the approval of the President. The program was open to all CWW faculty, administrators, and professional staff who were interested in the program.

Focus of the Program

The participants, and the steering committee, felt that this group would benefit most from a nuts ' n ' bolts curriculum for the workshops. Many of the administrators were new, having come to the college through a reorganization. Likewise, many policies and procedures were new due to the reorganization. Therefore, the steering committee decided to focus on the essential skills needed to actually "do" the job, such as budgeting, purchasing, facility management, hiring employees, conducting performance appraisals, knowledge of policies and procedures, etc. Additional topics were included to address general leadership skills, such as conflict management and managing change.

Each of the major departments of the college were contacted and asked to participate in the program by presenting a 3-4 hour workshop on their particular area. (Human Resources, Business Services, Instruction, Student Services, Information Technology, and Facilities Management.) All were very cooperative in agreeing to do so, although two of the departments did not present as planned because of scheduling conflicts. The Dean of Instruction met with each program representative to plan the agenda, explain the purpose of the LTI, and to determine workshop content.

Workshop Locations

The workshop sessions were held off campus at a local professional society office building, where either breakfast or lunch were served as a part of the workshop. The steering committee felt it was important to locate the sessions away from the participant's job sites, to minimize job distractions and allow the participants to focus on the sessions totally. This allowed further networking among the participants, and with the various presenters, who were also invited to the breakfasts or lunches. A side benefit of the LTI was the increased dialog between the college and system personnel who presented the workshops. Also, the off-site location added a unique aspect to the training and underscored the college's commitment to this program and to career development in general.

Program Evaluation

Participants were very positive in their evaluation of the program. Due to scheduling demands, some of the subjects areas originally planned to be covered were not included in the actual sessions conducted. Participants were in favor of continuing the program so that these sessions could be covered. All felt that the program achieved its goals, and that the time was well spent. Participants suggested several additional topics for future sessions, including: Resource Development/Foundation Office, Legal issues in higher education, and the specifics of the budgeting process.

A Phase II session has been planned, to include a broader-base of topics such as: Issues in Higher Ed, Demographics of a college population and its affect on programming; serving the community; partnering with the business community; program evaluation, economic development and the college mission, legislative issues, and workforce trends affecting the community college.

In the future, we also plan to add a mentoring component to the LTI. Each participant will be assigned to a willing mentor -- an accomplished administrator who can share his/her experiences and insights into the workshop topics, and other tips and techniques of the job.

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Session Topics

Month	*Topics*	*Resource Person/ Presenter*
January (4 hours)	Overview of Activities Expectations Team Projects "Leadership: an Overview of styles and role expectations"	President Dean of Instruction Guest Presenter
February (4 hours)	The business aspects of managing a college: 1. Fiscal Planning and responsibility 2. Annual budget 3. Facilities 4. Security	Associate Vice-Chancellor for Business Affairs Associate Vice-Chancellor for Facilities Director, Security
March (4 hours)	Conflict Mediation	Director, Conflict Mediation Program, HCCS
April (8 hours)	EEO/Sexual Harassment	EEO Officer/ Guest Speaker (College-wide program already scheduled)
May (4 hours)	Student Services 1. Overview 2. Student demographics 3. Services 4. Project SOAR 5. Registrar services 6. Enrollment management plan 7. Recruitment plan 8. Info-Line	Vice-Chancellor for Student Services and staff members
June (3 hours)	"Leadership: A President's Perspective."	President, College Without Walls

July (4 hours)	Information Technology 1. Instructional computing 2. User services 3. Plans for the future 4. Information Processing	Vice-Chancellor for Information Technology and staff
August * (4 hours)	Instructional Oversight 1. Instructional Programs 2. Staff and Instructional Services 3. Library Services	Vice Chancellor for Instruction
September * (8 hours)	Human Resources Policies and procedures	Assistant Vice-Chancellor for Human Resources
October	Presentation of Individual Projects by participants Graduation Keynote Speaker: "Leading Through Change"	 Dean of Instruction Dr. Sandra Campbell, consultant

*planned, but postponed

• HCCS Leadership Training Institute

Sample Projects

- Program review of driver education department
- Analysis and recommendation for a possible 4-day work week in offices during the summer
- Market survey of local businesses to determine CAD software training needs and CAD software used in industry
- Faculty/Industry exchange program possibilities
- Initiating a closer link with the Counseling Department and the Adult High School student body.
- A study recommending a reorganization of the Public Service Contracts area
- Setting up and coordinating a video teleconference in the Adult Literacy area

Sample Workshops and Conferences

- Supervisory Skills for the Technical person put in a Supervisory role, Fred Pryor Seminars
- Powerful Communication Skills for Women, Career Track Seminars
- How to Make Effective Presentations, Padgett Thompson Seminars
- Workforce Literacy Conference, state-agency sponsored
- State conference of the College Women Administrators Association

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Budget

Facility, lunch and other food charges	$1300.00
Honoraria for two guest lecturers	600.00
Seminar/Workshop fees for participants $100 @	1100.00
Thank-you items for presenters	200.00
Desk clocks given participants - graduation	220.00
Books given participants - graduation	71.00
Reproduction of handout material	**
Total expenditures	$3491.00

**paid for by presenting department

HCCS Leadership Training Institute

Developmental Model

STEP 1. Select Steering Committee. Include key players. At HCCS, the steering committee consisted of the Dean of Instruction, the Coordinator of Instruction, and the Chair of the Staff Development Team (a Program Specialist).

STEP 2 Identify specific need. Answer such questions as:

- Which areas of the college/division will the program encompass?
- Who will be the targeted individuals to participate in the program?
- Are existing programs in place which could dove-tail, or compliment this program?
- Who• needs to be involved, and whose approvals are needed to institute such a program? What protocol should be followed?
- What do college leaders need to know to effectively do their jobs at your institution?

STEP 3. Obtain approval and support from top administration. Determine budget parameters.

STEP 4. Develop a plan for your local model. Answer such questions as:

- What will be the focus of the sessions? (nuts 'n' bolts? Issues in higher ed? community issues? a combination? - this will depend on who you have identified as the target audience for this program and their needs.)
- How long will the program run (6 months? 12 months?)
- Will the programs be held on-site or off-site, or a combination?
- How often will the program meet? (monthly?, bi-monthly?)
- In addition to scheduled sessions, what other elements will the program encompass? Team projects? Field trips or observations? Workshop or seminar attendance? Mentoring arrangement?
- How much money is available for this project? How should it be spent?

- Which topics should be included in the workshop sessions? If desired, include a list of possible topics in the program application, asking participants to select those of most interest to them.

STEP 5. Formalize your plan, and present to decision-makers for final approval.

STEP 6. Develop an application form, defining who will be eligible and what criteria will be used to select the participants.

STEP 7. Announce the program, and solicit applications. You can do this in a number of ways: direct mail to all eligible participants, announcements in local newsletters, announcements on E-mail, invitations through upper administrative channels, or all of the above.

STEP 8. Select applicants, through the steering committee. Notify them of their selection, and the program parameters. Notify their supervisors, and other administrators.

STEP 9. Select meeting dates and meeting site. Arrange for meeting facilities, food, audio-visual equipment, etc.

STEP 10. Finalize session topics. Arrange for speakers/presenters.

STEP 11 Arrange for some sort of thank-you gift or acknowledgment for the presenters. HCCS awarded small college-related mementos, such as coffee mugs, portfolios, key chains, etc.

STEP 12.. Send out schedule of sessions. At the first session, insure that expectations are clear.

STEP 13. Continue sessions, sending reminder notice to participants each month.

STEP 14.. Plan for graduation (time, speaker, small memento). A class photo is also nice, with a notice of graduation in the college newsletter.

STEP 15. Evaluate project and plan for Phase II, or another class of Phase I. Have participants evaluate the project, either in a group feedback session, or individually through a written survey.

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Sample Forms and Memorandums

1. **Request for Applications**
2. **Congratulation letter to new participants**
3. **Program Evaluation Form**

CWW LEADERSHIP TRAINING INSTITUTE APPLICATION

NAME_____

FULL-TIME ASSIGNMENT_____

BIO SKETCH (attach 1 page)
Where you want to be professionally in 1-3 years?

Where you want to be professionally in 5 years?

Where you want to be professionally in 10 years?

Involvement in CWW's Leadership training will mean a commitment of one's time. In addition to one day per month activities, participants will attend an appropriate conference (pending availability of funds). Participants will be asked to work on a team project, i.e., research and develop a proposal for funding; research the feasibility of program expansion; etc. Please discuss your commitment to this time frame and activities.

Why do want to participate in this training?

What are your expections of this training?

What outcomes do you wish to come away with?

Your comments/suggestions for additional topics to attached schedule.

CWW LEADERSHIP TRAINING INSTITUTE

SCHEDULE OF ACTIVITIES

Month	Topics	Resource Person
October	Overview of activities Expectations	Dr. Acevedo
	Team Project	Dr. Whetsell
	Leadership: An overview of styles & role expectations	Ms. Billie Frauman Dr. Acevedo
November	Conflict Mediation	Mr. Gil Ontiveros
December	Resource Development	Mr. Orsack Mr. Andy Montez
	Foundations	Ms.Deborah Christie
January	Budgets/Fiscal Planning	Mr. Rudy Gonzales Mr. Sid Cruz
	Facilities/Planning	Dr. Bob Mulcahy Dr. Bill Young Mr. Sam Massie
	Purchasing/Business Office	Mr. Rudy Gonzales Mr. Winston Dashe
February	Contracts	Dr. Acevedo Mr. Cruz Dr. Whetsell Ms. Celia Gee
	The Role of the Board of Trustees	Dr. Charles Green President, Board
March	Student Services	Dr. Pat Williamson Dr. Maude Ferguson Dr. Dona Harris Dr. Bill Young

April	Houston: A Demographic Overview	Dr. Steve Kloenberg Rice University
	Total Quality Management	Dr. Alan Smith
May	Information Technology	Mr. John Busby
	Legal Issues	Mr. Arturo Michelle
June	Project Presentations	Participants
	Evaluation	Participants
	Plan for 1994-95	Dr. Acevedo Dr. Whetsell Participants

Program Evaluation

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Now that we have completed the first session of the Leadership Training Institute, we would like your comments and recommendations for improvement of this program. Please complete this evaluation and return to Sandra Whetsell, M.C. 1740.

1. Did this program meet your expectations? ___Yes ___NO
   Please comment_____
   _____
   _____\

2. Which of the topic areas were particularly informative for you?
   _____
   _____

3. Which of the topic areas, if any, were not particularly informative for you?_____
   _____

4. If we continue into a phase II session, which topics would you like to see addressed?_____
   _____
   _____

5. Please rate the meeting facility, on a scale of 1-5 (5 = highest):

Facilities for meetings	1	2	3	4	5
Food	1	2	3	4	5
Service	1	2	3	4	5
Location	1	2	3	4	5

6. Was the individual/team project beneficial to you? Why or why not?_____
   _____
   _____

7. Were you able to attend a seminar/conference/or workshop on a topic related to leadership? If so, please rate that experience and give your comments:_____
   _____
   _____

8. Other comments or suggestions for improvement:_____
   _____
   _____
   _____